

**Texas Education Agency  
Standard Application System (SAS)**

**2014-2016 Technology Lending Program Grant**

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant period:</b>	October 1, 2014, to August 31, 2016	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 13, 2014	
<b>Submittal information:</b>	<b>Four</b> complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</div>	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);">           Received Texas Education Agency 2014 MAY 13 PM 2:03 Document Control Center         </div>
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

**Schedule #1—General Information**

**Part 1: Applicant Information**

Organization name	County-District #	Campus name/#	Amendment #
Flour Bluff ISD	178914	041	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	2		193510377
Mailing address		City	State ZIP Code
2505 Waldron Road		Corpus Christi	TX 78418-

**Primary Contact**

First name	M.I.	Last name	Title
Alicia	M	Needham	Assistant Superintendent C & I
Telephone #	Email address		FAX #
361-694-9220	aneedham@flourbluffschoools.net		361-694-9809

**Secondary Contact**

First name	M.I.	Last name	Title
Brian		Schuss	Assistant Superintendent for Business
Telephone #	Email address		FAX #
361-694-9212	bschuss@flourbluffschoools.net		361-694-9809

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Alicia	M	Needham	Assistant Superintendent for C & I
Telephone #	Email address		FAX #
361-694-9220	aneedham@flourbluffschoools.net		361-694-9809
Signature (blue ink preferred)		Date signed	

*Alicia Needham*      5-12-14

Only the legally responsible party may sign this application.

701-14-107-170

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Flour Bluff Junior High would like to create a Technology Lending Grant Program, in which students who do not have access to mobile devices could check out District provided devices at no cost. Beginning with the 2014-15 school year, Flour Bluff ISD will be offering a "Bring Your Own Device" (BYOD) Program. Students will be encouraged to bring mobile devices to school to be utilized in the educational setting. Teachers and students will incorporate technology devices into the instructional process and thereby begin to prepare students for the digital world.

Flour Bluff High School participated in a previous Technology Lending Grant opportunity and has established a successful lending opportunity for high school students. Students were issued Lenovo laptops that had filtered internet accessibility. Students were required to bring the devices daily to assist with class assignments and to support student project-based learning. The positive experience has helped the district to move toward establishing guidelines to implement a secondary "Bring Your Own Device" program.

Today's student is one who must be prepared for a digital world. Information is available at student's fingertips but only if they are familiar with and have access to technological devices. Students must be prepared to face a digital world by learning what is acceptable and unacceptable in technology. Technology has been immersed into individual's lives to a point that it will forever impact society. Future careers will be ingrained with technology and students must be prepared to embrace technology changes. It is the responsibility of the educational system to prepare students to become productive members of society and utilizing technology will be a large part of that future.

As the District begins a transition to a digital classroom, many students will not have access to mobile technology devices. Exploring new educational opportunities will only be successful if all students have equal access to equipment. Emphasis will be placed on the collaboration among students to increase their critical thinking skills by allowing them to access the Internet as a resource and pursue deeper problem-solving activities. However, if some of the students do not have access to a technology device, the collaboration becomes an obstacle. Many of our students do have cell phones, tablets, laptops or iPads that can be used in this manner. This grant would address this issue by providing mobile devices to those students who are lacking the resources to purchase a device of their own.

The device would contain access to the Internet with a filtering system. The device will be taken home to allow the student to continue their assignments and tasks. This allows a smooth transitional access to electronic textbooks, cloud storage, Internet research and email capabilities with fellow classmates and/or the instructor. Planning the implementation of the Technology Lending Grant Program would consist of several steps.

- Purchasing mobile devices.
- Accessing filtered Internet service on the devices.
- Obtaining insurance on the devices for unintended damage.
- Identifying students who would benefit from the program.
- Meeting with the student and their parent/guardian to explain the lending program and to obtain permission.
- Checking out the device and monitoring throughout the school year.
- Collecting data on the progress of using the devices in classrooms and monitoring their usage.
- Transitioning traditional classroom instruction to digital classrooms.
- Evaluate the program annually for growth and determine if the devices have added value to a student's education.

Technology has become a tool that individuals can use to assist in their work and play. Students can use technology devices to enhance their learning experience and their critical thinking skills. Providing technology devices and internet service to students who do not have access outside of the school day is the focus of this project. Expanding a program that offers a mobile device and residential internet access to junior high students is the first step in becoming a digital district. Public schools are provided very limited funds to address such a need; however, are still required to adequately prepare students for future careers that embrace technology.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016

Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$87,420	\$0	\$87,420	
Schedule #9	Supplies and Materials (6300)	6300	\$12,300	\$0	\$12,300	
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	
Total direct costs:			\$99,720	\$0	\$99,7520	
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0	
Grand total of budgeted costs (add all entries in each column):			<b>\$99,720</b>	<b>\$0</b>	<b>\$99,720</b>	

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$99,720
Percentage limit on administrative costs established for the program (15%):	x .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$0
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted		
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0		
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0		
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$0		
<input type="checkbox"/>	Salaries/benefits		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Networking (LAN)		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Computer/office equipment lease		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Building use		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Copier/duplication services		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Telephone		<input type="checkbox"/>	Other:
<input type="checkbox"/>	Administrative		<input type="checkbox"/>	Other:
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0		

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$0
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

Specify topic/purpose/service: Internet Service October 2014 – May 2016		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Provide Internet access for students at home		
<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$87,420
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$87,420

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<b>Schedule #8—Professional and Contracted Services (6200)</b>			
County-District Number or Vendor ID: 178914		Amendment number (for amendments only):	
<b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>			
<b>2</b>	Specify topic/purpose/service: Insurance		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service: Insurance on technology devices provided to students		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
<b>3</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
<b>4</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
<b>5</b>	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 178914

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	<b>Contractor's Cost Breakdown of Service to Be Provided</b>		<b>Grant Amount Budgeted</b>
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$87,420	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$87,420	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #9—Supplies and Materials (6300)**

County-District Number or Vendor ID: 178914

Amendment number (for amendments only):

**Expense Item Description**

63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted  \$0	
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies			
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:			
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:			
6399	<b>Technology Hardware—Not Capitalized</b>						
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
	1	iPad mini	Technology device	82	\$100.00	\$12,300	
	2	iPad case	Technology case	82	\$50.00		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$0	
6399	Supplies and materials associated with advisory council or committee					\$0	
Subtotal supplies and materials requiring specific approval:						\$12,300	
Remaining 6300—Supplies and materials that do not require specific approval:						\$0	
<b>Grand total:</b>						<b>\$12,300</b>	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

County-District Number or Vendor ID: 178914		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
<b>Grand total:</b>			<b>\$0</b>

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 178914

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX/15XX—Technology hardware, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX/15XX—Technology software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX/15XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b>				
29				\$
<b>Grand total:</b>				<b>\$0</b>

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

<b>Total enrollment:</b>			<b>886</b>	
Category	Number	Percentage	Category	Percentage
African American	1.0	N/A	Attendance rate	95.6%
Hispanic	10.7	N/A	Annual dropout rate (Gr 9-12)	0.2%
White	39.0	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	0.0	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	364	41.1%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	19	2.1%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	70	16.8%	Average ACT score (number value, not a percentage)	N/A

**Comments**

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public									441	445					886
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
<b>TOTAL:</b>									441	445					886

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data is collected each year on state assessments, attendance, grades, Response to Intervention and other statistical information. For this project, the campus reviewed several indicators that focused on student engagement and how technology access impacted a student's motivation. Looking for trends and patterns that could establish strengths and weaknesses between subjects and classrooms. The percentage of capable students compared to the overall actively engaged students falls below the campus expectation. Student engagement has been identified as a priority for the campus.

Each year teachers attend training to implement technology and to improve their skills by learning new and innovative strategies to engage students. One strategy is to increase the creativity that technology can offer and to embrace the potential critical thinking strategies that technology can support. Numerous software and internet programs have been developed that support opportunities to engage students in higher level thinking. Teachers have begun to redesign the delivery of their curriculum in such a way as to enhance technology.

A yearly comparison of the total number enrolled students in various classes is reviewed to determine if more students are taking more rigorous courses. We have found a direct correlation between the incorporation on technology usage in the classroom and the higher level thinking skills that students have developed. Students are motivated to explore their curriculum objectives at a deeper level by engaging technology. The ACT-EXPLORER assessment has been used to help identify students who have potential to be successful in more challenging courses. Individual student interviews by counselors and teachers indicate many students do not have the tools to compete in the more rigorous curriculum. Students use technological access to collaborate with fellow classmates and utilize applications that support student engagement. When students have the means to be on equal playing fields with various tools, they develop the self-confidence that is needed to be successful. This data gives the perception that students who take advantage of more rigorous curriculum courses are internally motivated to use technological tools that would enhance their learning.

Prioritizing student engagement through the use of technology by reviewing data is the focus of the campus. It is the goal of this program to engage students in learning through a podium that is both useful in today's society and a motivating tool to students.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Mobile technology is not available for all students.	Purchase mini iPads technology and allow student to check out.
2.	Many students do not have residential internet access. Outside of the school environment, internet is not available.	Purchase filtered internet service that can be loaded on mobile technology devices and accessed outside the school environment.
3.	A technology lending policy that is fair to the District and to students. Discuss the positive and negative points to students and parents/guardians.	Develop a technology lending policy and discuss individually with students and parents/guardians.
4.	Technology assistance to damaged student devices.	Purchase insurance on each device that is made available to students.
5.	Identify students who do not have access to technology outside the school environment.	Develop criteria that helps identify students who would qualify to participate in the Technology Lending Grant Program.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Experience in managing grants. Knowledge of District technology needs. Knowledge of student's needs and community support. Experience with managing budgets.
2.	Technology Director	Knowledge of mobile technology devices and ability to trouble shoot user issues. Experience working with students in an educational setting that utilizes technology.
3.		
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Order supplies	1. Order mini iPads	10/02/2014	12/01/2014
		2. Develop residential internet service contract	10/02/2014	05/30/2016
		3. Obtain lending insurance on devices	11/02/2014	05/30/2016
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Identify Students	1. Utilize data to identify students in need	10/02/2014	05/01/2016
		2. Hold parent/student informational meetings	10/15/2014	05/01/2016
		3. Provide an agreement for lending	10/15/2014	05/30/2016
		4. Check out technology devices to eligible students	10/15/2014	05/30/2016
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Monitor data	1. Evaluate data annually	10/02/2014	07/30/2016
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flour Bluff ISD analyzes data to determine needs at each campus and district-wide. Information is collected to develop a formal needs assessment as part of the Campus Improvement Plan (CIP) and District Improvement Plan (DIP). The CIP documents the strategies that the campus has determined would be the most beneficial at addressing the identified needs. Each campus reviews their CIP in the Site-Based Decision Making Committee which includes staff representation, parent representation and community representation. These strategies are shared throughout the campus and implemented. Data is continuously reviewed to determine if the strategies are providing growth to the students or if the strategies need to be adjusted. Strategies are evaluated in the CIP bi-monthly for validation.

If data indicates the strategies that have been identified are not showing growth, then the campus principal and the Site-Based Decision Making Committee adjust the strategies as to enhance their intended purpose. The goal of the strategies is to support students in the growth of their educational experience. Strategies that work against this objective are continuously reviewed and adjusted as needed. Ample amount of time must be given to the data to allow for trends and progress to be identified. Committee meetings are held to discuss data and strategy objectives. Professional Learning Communities discuss the implication of new strategies or if changes within strategies are needed. Parent conferences and public meetings are held to keep members of the community informed.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flour Bluff ISD has been implementing technology throughout the district by way of Smartboards, desktops, iPads and internet portals at different levels. However, with limited funds, all students will not have access to district technology at the same time. The district has been working on internal support for technology and with the beginning of the 2014-2015 school year, the district will be implementing a secondary "Bring Your Own Device" Program.

At the high school level, students have accessed technology to enhance their classes or to participate in dual-credit online courses. Many teachers have embraced technology through eChalk to post assignments, flipped their classroom and encouraged collaboration among students through technology. Students have not been allowed to bring devices to school to interact because the infrastructure was not in place. The high school participated in a Technology Lending Grant Program that introduced internet connected-technology to students on a daily basis. Due to limited amount of funds, the school is not able to keep up with the purchase of technology device updates annually. By allowing students to bring their own device, students will have access to cutting edge technology and allowing schools to free up resources to provide greater accessibility to district purchased equipment. The Junior High campus is ready to incorporate many of the same techniques in the curriculum and support students bringing their own devices.

Grants funds will be coordinated to purchase devices and internet services to provide equal access to identified students. A rubric will be used to identify students who lack the resources to provide their own technology. Competitive technology options have been reviewed before devices are recommended for purchased. Teachers will use Professional Learning Communities to brainstorm technology applications and to report on progress of implementation. Student's usage will be monitored throughout the year.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Products	1.	Students accessing textbooks and information via the internet.
		2.	Students completing assignments through technology.
		3.	Students utilizing the internet as a method of communication with the teacher and fellow classmates.
2.	Classroom Evaluation	1.	Administration walk-through notes.
		2.	Teacher lesson plans focusing on technology applications.
		3.	Minutes from PLCs indicating teachers meeting and discussing strategies.
3.	Data	1.	Data indicates improvement in grades /state assessments.
		2.	Increase in the number of students who are motivated to enroll in more rigorous courses.
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data is collected on a six weeks basis to allow staff to review and make adjustments in Professional Learning Community meetings. Student activities are discussed and highlighted in campus reports to the community and to the Central Administration. Academic data is broken down into sub-committees so discussions can be held with the specific department on the direct impact with the course. Overall campus achievement results are reviewed annually to determine the progress of the Campus Improvement Plan. Program evaluations are reviewed to determine if student growth was obtained. Meetings are held monthly with Curriculum Supervisors to discuss data results and issues with programs. Problems identified can be addressed during these meetings and assistance with the program can be offered. In addition, a monthly meeting with the Assistant Principals offers an opportunity to discuss the impact the program is having on disciplinary behaviors of students. This is another means to offer immediate support for issues that are identified.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will be identified based on their inability to afford technology and their access to technology at home. These students will be offered equipment to check-out after a meeting with their parent/guardian has been held to explain responsible use and care of equipment, responsible use of the district's digital resources and responsible use of the internet. Upon parent/guardian permission, internet connected devices will be given to the student for educational uses. Students will be required to bring the device daily to school and to participate in the technology designed activities. Textbooks, assignments and communication with the teacher will be expected through the technology.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local funding will be utilized to fulfill any additional lending requests made by qualified students. Instructional Material Allotment funds and designated local funds will be used to support any additional equipment that is needed. Support from parents will be critical to developing a successful program. The district will work to integrate devices and residential internet service to students who do not currently have the capability. It is the goal of this program to put in place the support needed to transition from a traditional classroom to an electronic classroom by accessing assignments online and to become a paperless classroom.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**TEA Program Requirement 1:** Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flour Bluff ISD's mission is to work in partnership with the community, have high expectations for all students and is committed to:

- Building a solid foundation for college, career and lifelong success through academic, extracurricular and special programs
- Provide a safe, caring, effective learning environment that promotes healthy, productive lifestyles
- Developing character that fosters responsible citizenship and leadership
- Enhancing our relationship with the community while providing fiscal responsibility
- Supporting effective educational innovation.

With this mission statement, specific goals and objectives have been established to achieve our vision. In particular, "Flour Bluff ISD will empower students to be creative, independent, analytical thinkers and lifelong learners who exercise a strong work ethic, resulting in exemplary performance." This goal is extended to each of the core subjects to support effectively teaching the TEKS. Encouraging our students to use technology devices as a resource tool supports the concept of developing a strong foundation and establishes the district's high expectations for their own learning.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flour Bluff ISD has one junior high campus to serve over 900 students in grades seven and eight. Technology is available throughout the campus but in a limited fashion. There are two computer labs and four computer-on-wheels (COWS) that can be utilized by instructors. Teachers must reserve the use of the lab well in advance. Completion of a project requires the class to schedule time in the computer lab over many weeks. This is virtually impossible with the demand for the use of the labs. Students have limited time to access the internet and using the current system to access instructional materials is impossible. Students do not have open access to the library after school for internet access. Equitable access to the lending program will be assured by identifying economically disadvantaged or disabled students the first opportunity to participate in the program. By utilizing a rubric, additional students will be able to check out the equipment if they do not their own device or access to a residential internet service. Students and parents will be required to attend an informational meeting and sign the lending agreement prior to receiving the equipment.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flour Bluff ISD is encouraging teachers to seek out technology based instruction as a motivating tool for students and to provide skills for the 21<sup>st</sup> century. Curriculum should be student centered and project based to support collaborative skills addressed throughout the Texas Essential Knowledge and Skills (TEKS). E-books have become accessible through technology and support the state curriculum. Teachers have been attending various technology courses to provide the foundation needed to develop technology enhanced curriculum. Grade access, registration procedures and research techniques are current practices among student and teachers throughout the district. Teachers are developing skills to manage their classroom by embracing technology opportunities that challenge students to focus on project-based learning.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

English Language Arts is currently embracing technology by allowing students to access novels on technology devices. As students read the material, they are allowed to highlight, mark the text and access definitions and interpretations of the reading. In addition, students practice writing essays and short responses to refine their skills in preparation for the state assessments. Both junior high grade levels, seven and eight, are in the practice of sharing materials to perform these tasks. Teachers have reported the motivational level of students have improved dramatically. Assessments of their skills have indicated an increase in their abilities. Improving student writing abilities is a specific focus of the campus, district and state. Teachers are able to motivate students through technology to tap into their creative skills.

Science curriculum also incorporates technology. Numerous lab opportunities are available through virtual means. Through technology, students have the capability to interact with activities that would not be available in the classroom. Sharing ideas and working collaboratively, students are able to explore avenues of interest at a greater depth of study. Student-centered projects allow critical thinking skills to evolve and support growth of research skills.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Educational Service Center will be utilized for technology training. Teachers have been trained on the Google Docs platform and will be implementing its features beginning in August 2014. Excitement among teachers is growing as Professional Learning Communities serve as a support system among teachers with new strategies. Peer – to – peer support is provided throughout the building. Innovative strategy workshops will be scheduled to support teachers in developing technology uses in the classroom. Adopted digital instructional materials vendors will be providing support to teachers in Science and Math with the newly adopted textbooks. Additional internet resources will be utilized for training.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The junior high currently has a media support department located in the library. Technology devices are checked in and out through this department. Malfunctioning equipment and routine maintenance would be handled through the IT department with a designated individual assigned to the campus.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The devices purchased will have an internal internet device preloaded. The internet service will have a filtering capability that will limit internet access to appropriate sites. The residential service will be paid on a monthly contract and tracked with an identification number. Students and parents will be required to attend an informational meeting and sign the lending agreement prior to obtaining the technology equipment.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Department has been preparing for the use of mobile devices for over a year. Wireless access points have been installed throughout the building to provide students with reliable service. Planning has been projected for several devices per student at any time to assure reliable access. Testing of multiple devices has been completed successfully this spring.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students will be identified by using a rubric based on need. Economically and disabled students will have the first opportunity to access the lending equipment. Counselors will be utilized to determine the status of a student in-need. An application process will be used to request a lending device. The application will be assessed with the rubric to determine the student's status.

The campus has a designated IT technician who will be in charge of the check-out and check-in process. Upon check-out, students and the technician will complete a check sheet that indicates the current working order of the device. Upon check-in, the same check sheet will be used to determine if any damages were assessed. Insurance will be utilized for major damages that are unintentional. If problems arise with the equipment during the year, a work order will be turned in and the technician will analyze the device. The technician will work with the student to assure the device is properly working.

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 178914

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Flour Bluff ISD currently has a technology use policy in place. The Responsible Use Guideline (RUG) is provided to all students at registration. The policy holds students responsible for the care of district loaned equipment. Insurance would be purchased for possible unintentional damages. Intentional damages would be assessed upon check-in and students would be required to pay a fee based upon the damage.

Information about the policy is available on the district website along with several resource sites to assist parents.

Beginning with the 2014-15 school year, a "Bring Your Own Device" program is being introduced. This program clearly establishes that student owned devices will not be serviced by the District, nor will the District be liable for damage or theft.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Agreement will identify the district's responsibilities to provide maintenance and monthly residential internet service and the student's responsibility for care and use of the equipment. Local policy will be sited in the document and misuse of the equipment will result in discontinuing the agreement. Students will be required to surrender the equipment. Equipment must be returned in working order at the end of the school year. Students who agree to the terms noted in the Technology Lending Agreement will have a thorough understanding of Digital Citizenship as specified for their grade level.

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